

ASKABLE ADULT CAMPAIGN

Lesson Plan



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I. Welcome Participants

- The “Why”
- Facilitator’s role
- Learning objectives
- Agenda
- Housekeeping
- Follow along in the
Participant Guide



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II. What Makes an Askable Adult

B. Look over the handouts with the three Wordles.

- pp 27-29 *Participant Guide*

C. Pick one image and **circle** something that surprised or inspired you.



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III. Write or think about one or more of these

Adults

- Did you have an askable adult when you were young? Who?
- What made them askable for you? What did you talk to them about?

Youth

- Do you have an askable adult in your life? Who?
- What makes them askable for you? What do you talk to them about?

Everyone

- Think about a moment when an adult supported you in a way that felt good. What did they do? What was it like for you?
- If you haven't gotten the support you need from adults, what would be or would have been helpful? How have you found support?

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V. Building Trusting & Affirming Relationships

B. **Read** over Building Trusting and Affirming Relationships tool and **identify**:



1. (Adults) Something that is doable for you to increase your “askability.”
2. (Adults) Something that is a “stretch” for you to achieve in order to be more askable.
3. (Youth) The top 1-3 adult skills that are most important, from your perspective.

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VII. Commit to Caring Communication

C. WAIT Activity — with your partner

1. **Select** a topic about which adults typically lecture.
2. **Decide** who will be the adult and who will be the young person.
In youth-adult pairs, start with the youth playing the adult.



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VII. Commit to Caring Communication

C. WAIT Activity – with your partner (continued)

3. Take one: 3-minute conversation (in youth-adult pairs, youth plays adult):

- A: Tries to get a lot of info to youth about the topic.
- Y: Tries to voice their opinion.

4. Take two: 3-minute conversation (in youth-adult pairs, youth plays youth):

- Y: Talks about the topic.
- A: Only talks 1 minute total out of the 3 minutes.

(Refer to directions on pp 9-10. You'll have 8 minutes in pairs; time your conversations on your cell phones. We'll give you a 4-minute warning.)

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VIII. Be a Curious Co-Pilot

“Kids talk when we give them our full, curious attention. In order to truly hear them and discern the right-sized response in the moment, we need to tune in to their channel. Like on an old-fashioned radio dial, we have to hone in on just the right spot to tune out the static of our fears, worries, and distractions so we can get the message—are they just venting? Or asking for help developing a plan? The best way to do that is to look inside and get to know the static that comes up for us. I often think the best thing we can do to show up for our kids is tend to ourselves, seeking support from friends, colleagues or professionals, especially when we have a hard time removing the static on our own.”

~ *Julia Chafets, LICSW, Montpelier*

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VIII. Be a Curious Co-Pilot

B. With a partner, **reflect** on these questions:

1. (Youth) What are tricky topics to discuss with adults? Why are these hard to talk about?
2. (Youth) What are the top 1-3 things that would make it easier for you to talk to adults about these topics?



B. With a partner, **reflect** on these questions (continued):

3. (Adults) What are tricky topics or conversations for you to have with children and youth?
4. (Adults) **Talk** about your own “static”: what fears and worries make it hard for you to fully tune in to critical conversations with the young people in your life?
5. (Adults) What support do you need to help clear your static?
How can you get that support?

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VIII. Be a Curious Co-Pilot

E. Revisit Wordle #3 or think about a youth in your life:

- (Adults) **Identify** one topic that is important to youth that you would like to learn more about.
- (Adults) If you can, **identify** a resource for learning more about that topic.
- (Youth) **Identify** one topic that you wish adults would learn more about, and ideas for how and where adults could learn.

(p. 29 in *Participant Guide*)

